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## Introduction To: Teaching Change in a Changing World

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## Introduction To: Teaching Change in a Changing World

“Change” is a word we hear a lot today – and, indeed, with a new United States president and administration, change is not just in the wind but in our lives. Some call it change we can believe in, while others encourage change we must all be a part of. For the field of education, the world’s changes at the macro-level will likely bring major changes to schools and classrooms, as well as the lives of teachers and students, through revised education policies and reform agendas.

With this in mind, we designated a special issue this year to deal specifically with issues of change. Each article explores new initiatives or ways of thinking that simultaneously impact the learning lives of teachers, teacher educators, and students, while also impacting the larger educational and global landscape.

Suzann Girtz begins this issue by framing the theme of change with complexity science and its relationship to schools and learning. Pauline Sameshima then discusses how storytelling engenders transformation that allows one to “re-envisioned community through pedagogies of safety, hope, and liberation.” We then focus on change and views of diversity. Tonda Liggett explores intersections of language and race for English language learners, and Karie Mize discussing approaches of working with teaching interns to move beyond “good intentions toward an anti-racist stance.”

We then examine changing views of teacher-preparation. Craig Loewen, Thelma Gunn, Mary Dyck, and Shari Platt present a study about a new way that teaching interns may be mentored, by examining the effectiveness of paired placements in a teacher preparation program. Laura Holyoke and Al Fein examine teacher interns’ reconceptualization of their views about healthy schools and ways to engage these views. In order to improve field-based programs, Edwin Ralph, Keith Walker and Randy Wimmer present a study that examined teacher candidates’ views of negative aspects of their experiences in an extended teaching practicum.

We then present changing faces of school reform. Kathy Wolfley, a teacher in Southwest Washington, discusses her involvement in a school-wide collaborative effort by teachers and administrators to change the school culture to promote content-area literacy. And Vincent Aleccia presents a study about secondary National Board candidates and their attitudes toward field-based assessment.

We conclude this special issue with Meltzoff and Gary discussing the dynamics of difference, which explores truthful self-examination in the pursuit of mutual understanding.

We present these multiple faces of change to help us explore, problematize, better understand, and increase our influence over the changing educational landscape around us. Again, change is not just in the wind but in our lives, schools, and educational systems.

-Rick Sawyer and Jason Margolis  
Co-Editors, Northwest Passage